

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 445. SOCIAL STUDIES STANDARDS - GRADE 5, SECTIONS 446 THROUGH 458.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 446. CRITICAL THINKING AND ANALYTICAL SKILLS.

| Standard - The student will:                         | Content Knowledge and Skills:   | Samples of Applications:  |
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| 01. Acquire critical thinking and analytical skills. | a. Chronologically organize significant events and people who form the foundation of United States history. | i. Provide students with a mixed-up timeline and have the students put it in order.<br>ii. Identify the significant events from the details of the event. |
|  | b. Identify current events involving the nation.  | i. Generated newsletters.<br>ii. Participate in spontaneous discussions.  |

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|  | c. Identify various methods used by historians to learn about the past. | i. Differentiate between the use of primary and secondary sources.<br>ii. Take a field trip to a museum.  |
|  | d. Analyze, organize, and interpret information.                        | i. Examine population graphs to study growth of the United States.<br>ii. Create an outline of a historical event.  |
|  | e. Identify different points of view and frames of reference.           | i. Identify theories of migration to the North American Continent.<br>ii. Read fictional accounts of the Revolutionary War written from different viewpoints. |

#### 447. EVOLUTION OF DEMOCRACY.

| Standard - The student will:               | Content Knowledge and Skills:   | Samples of Applications:  |
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| 01. Understand the evolution of democracy. | a. Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.   | i. List the privileges and rights of citizens in pre- and post-revolutionary America.<br>ii. Read literary pieces that trace the evolution of women's rights in America.              |
|  | b. Know the difference between direct democracy and the constitutional (representative) democracy of today's United States. | i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States.<br>ii. Role-play a New England town meeting to find and hire a new minister. |

#### 448. EXPLORATION AND EXPANSION.

| Standard - The student will:  | Content Knowledge and Skills:  | Samples of Applications:   |
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| 01. Understand the role of exploration and expansion in the development of the United States. | a. Identify early inhabitants of North America.                                | i. Create a chronological chart describing Pre-European inhabitants of North America and Native American inhabitants who encountered Europeans.<br>ii. Prepare a map identifying the different geographic localities of North America. |
|   | b. List the early explorers of North America.                                  | i. Create a timeline of explorers.<br>ii. Trace routes of exploration on a map.  |
|   | c. Describe the impact of early explorers on North America.                    | i. Hold a debate between a Native American and a European explorer.<br>ii. Prepare a simple research project regarding an early explorer.  |
|   | d. Identify the major land acquisitions to the United States.                  | i. Create overhead transparencies showing change of possession of land areas in North America.<br>ii. Research reasons why the United States acquired this land.   |
|   | e. Know the factors that contributed to western expansion in the United States | i. Brainstorm and evaluate possible factors for expansion.<br>ii. Incorporate literary examples that   |

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|  | in the early 1800s.   | address western expansion.   |
|  | f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States. | i. Write a persuasive newspaper editorial regarding the advantages of migrating.<br>ii. Pretend to be the President and write a speech explaining the Manifest Destiny to Congress and its advantages. |

#### 449. MIGRATION AND IMMIGRATION.

| Standard - The student will:  | Content Knowledge and Skills:   | Samples of Applications:  |
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| 01. Understand the role of migration and immigration of people in the development of the United States. | a. Identify the religious, political, and economic motives of voluntary European immigrants.                                | i. Create a web or chart listing the different religious, political, and economic motives, and the voluntary immigrants who used each motive to come to North America.<br>ii. Write a letter to a European ruler describing why you would want to take a group of colonists to North America. |
|   | b. Explain what indentured servants were and how they participated in the early life of the United States.                  | i. Create a contract between an indentured servant and the person they are indentured to.<br>ii. Write a journal entry describing your day as an indentured servant.  |
|   | c. Explain the history of the slave trade in the United States.   | i. Trace and describe the triangular slave trade route on a map.<br>ii. List the reasons why slavery expanded in the United States.   |
|   | d. Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West. | i. Create a class mural depicting the different groups heading west.<br>ii. Describe the Homestead Act and its impact on the westward expansion.  |
|   | e. Identify the significant Native American groups that were encountered in the Western Movement.                           | i. Create a diorama depicting the lifestyle of a Native American group.<br>ii. Create an oral narrative about the first encounter between a Native American group and a group of settlers.  |
|   | f. Identify some of the significant individuals who took part in the western expansion.                                     | i. Research important individuals and play "Who am I?"<br>ii. Create a class biography book about these important individuals.  |

#### 450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

| Standard - The student will:   | Content Knowledge and Skills:   | Samples of Applications:  |
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| 01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States. | a. Name some of the changes that have occurred to American society due to technological advances. | i. List the inventions of famous Americans and describe how their inventions had an impact on American society.<br>ii. Choose a time period and create a time capsule of the inventions of that period. |

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|  | b. Explore major effects of the Industrial Revolution. | i. Design an advertisement for an invention explaining its contribution and the importance of its inventor.<br>ii. Name some of the contributions made by individuals in bringing about industrial changes. |
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#### 451. INTERNATIONAL RELATIONS AND CONFLICTS.

| Standard - The student will:                                   | Content Knowledge and Skills:  | Samples of Applications:   |
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| 01. Understand significant conflicts in United States history. | a. Describe some of the changes that have occurred due to wars and conflicts.                    | i. Brainstorm changes that occurred due to a particular war or conflict.<br>ii. Write a newspaper article about the changes that occurred after a war or conflict.   |
|  | b. Name significant American leaders during the Revolutionary War era.                           | i. Create a web of significant American leaders of the Revolution and their accomplishments.<br>ii. Role-play significant American Revolutionary leaders and have other students interview them.   |
|  | c. Identify the events and name the reasons the colonists went to war with England.              | i. Create a cause-and-effect diagram of events that led to war with England.<br>ii. Create a mobile of the major events and reasons that led to the Revolutionary War.   |
|  | d. Explain how the westward migration led to conflict between Native Americans and the settlers. | i. List major conflicts between Native Americans and settlers and the results of each conflict.<br>ii. Debate the need for conflict between a settler and a Native American.   |
|  | e. Describe the major contributions of significant United States Presidents.                     | i. Fill a stovepipe hat with Lincoln's contributions and accomplishments.<br>ii. Perform a chorale reading of the Gettysburg Address.  |
|  | f. Discuss the causes and effects of various conflicts in American history.                      | i. Create a teacher-led web of the reasons for each of the wars.<br>ii. Invite a speaker who has personal experiences of one of the conflicts.<br>iii. Create a bulletin board listing the causes and effects of the Civil War that students can manipulate and categorize.<br>iv. Pretend you are living in the South and write a letter to a Northern relative explaining why you want to leave the Union. |

#### 452. CULTURAL AND SOCIAL DEVELOPMENT.

| Standard - The student will:   | Content Knowledge and Skills:  | Samples of Applications:   |
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| 01. Understand the cultural and social development of the United States. | a. Explain important American customs, symbols, landmarks, and celebrations. | i. Bring in an example of a political cartoon using one of the symbols, landmarks, or celebrations.<br>ii. Do an Internet search regarding the |

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|  |  | history of a United States symbol, landmark, or celebration.  |
|  | b. Identify some significant individuals who have been responsible for bringing about social changes in the United States. | i. Listen to a teacher read a biography. Generate a list of that person's accomplishments.<br>ii. Given a list of social changes, discover who was responsible. Include ethnic, racial, and gender information about these individuals.   |
|  | c. Identify influential cultural groups throughout American history.   | i. Have a "Share Fair" of student-brought artifacts from different cultures.<br>ii. Build or draw examples of three types of houses in North American culture.<br>iii. Give examples of art, literature, and architecture that reflect different cultural groups throughout American history. |
|  | d. Describe how Native Americans developed a variety of cultures before the coming of the European settlers.               | i. Read several Native American legends and discuss their significance to Native Americans.<br>ii. Describe the impact a geographic area would have on the development of Native American culture.  |
|  | e. Identify different examples of how religion has been an important influence in American history.                        | i. Chart or web the various religious influences in the settlement of the colonies.<br>ii. Hold a mock debate between William Bradford and William Penn.  |

#### 453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

| Standard - The student will:  | Content Knowledge and Skills:  | Samples of Applications:  |
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| 01. Understand the foundations and principles of the American political system. | a. Understand systems of government in Colonial America.   | i. Compare systems of government in Colonial America and identify examples of representative government.<br>ii. Make an outline of the governments found in Colonial America.   |
|   | b. Identify significant early American political leaders and explain their contributions to early United States history. | i. Play "American History Jeopardy" by viewing pictures of early American leaders and developing questions about them.<br>ii. Post names of American leaders on a chart or bulletin board.                                  |
|   | c. Identify and explain the important concepts in the Declaration of Independence.                                       | i. Rewrite the Preamble to the Declaration of Independence in every day language.<br>ii. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. |

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|  | d. Understand the meaning and significance of the Articles of Confederation.                              | i. Create a poster describing the significance of the Articles of Confederation.<br>ii. Create a chart listing the strengths and weaknesses of the Articles of Confederation.   |
|  | e. Identify the important concepts in the United States Constitution.                                     | i. Compare the conflict resolution in the Constitution to individual school methods of conflict resolution.<br>ii. Identify the purpose of the national government. Include promoting order and security, controlling the distribution of benefits and burdens of society, providing means of peaceful conflict resolutions, protecting the rights of the individual, and promoting the common welfare. |
|  | f. Explain how the United States is a republic.   | i. Invite a guest speaker to explain the representative form of government.<br>ii. Compare and contrast our representative form of government to the English form of government.  |
|  | g. Describe the historical development of the American Flag and explain what each part of the flag means. | i. Sing the "Star-Spangled Banner" and tell the story behind the song.<br>ii. Create a mural of the historical development of the American flag.  |

#### 454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

| Standard - The student will:  | Content Knowledge and Skills:   | Samples of Applications:   |
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| 01. Understand the organization and formation of the American system of government. | a. Identify the three branches of government and the functions and powers of each.                        | i. Create an interactive bulletin board of the three branches of government.<br>ii. Create a floor game or maze using information about the branches of the government.  |
|   | b. Distinguish between and compare responsibilities of state and national government in a federal system. | i. Create a Venn diagram that shows the different and shared powers between the state and federal government.<br>ii. Debate a school issue and decide if it is the responsibility of the national government or the state to resolve it. |

#### 455. CITIZEN RESPONSIBILITIES AND RIGHTS.

| Standard - The student will:  | Content Knowledge and Skills:   | Samples of Applications:   |
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| 01. Understand that all citizens of the United States have responsibilities and rights. | a. Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. | i. List the basic rights and then brainstorm the students' personal responsibilities.<br>ii. Choose one of the rights of the Bill of Rights and write a reaction paper to its elimination. |

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|  | b. Describe ways in which citizens participate in public life. | i. Visit a courthouse and talk to a judge or watch a trial.<br>ii. Participate in a community service-project. |
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#### 456. ECONOMIC FUNDAMENTALS.

| Standard - The student will:            | Content Knowledge and Skills:  | Samples of Applications:  |
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| 01. Understand basic economic concepts. | a. Identify economic reasons for exploration and colonization.   | i. Role-play Christopher Columbus's quest for financing his voyage.<br>ii. Create a travel brochure that would entice people to move to the new world.                              |
|   | b. Describe how conservation of natural resources is important.  | i. Create a recycling center in the school.<br>ii. Create a collage of wood-related products.   |
|   | c. Describe examples of improved transportation and communication networks and how they encourage economic growth. | i. Create a timeline of improvements to the transportation or communication networks.<br>ii. Make a list of reasons why improved transportation helped the North win the Civil War. |
|   | d. Explain the concepts of free enterprise and profit and loss.  | i. Organize two classroom stores.<br>ii. Invite a local banker to speak to the class.   |

#### 457. ECONOMIC INFLUENCES.

| Standard - The student will:                                  | Content Knowledge and Skills:  | Samples of Applications:  |
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| 01. Understand there are many influences on economic systems. | a. Know the economic policies of England that contributed to the revolt in the North American colonies.          | i. Create a poster announcing the Stamp Act.<br>ii. Write a play about the events leading up to and including the Boston Tea Party. |
|   | b. Explain the difference between a free enterprise economic system and a government controlled economic system. |   |

#### 458. GEOGRAPHY.

| Standard - The student will:  | Content Knowledge and Skills:  | Samples of Applications:   |
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| 01. Understand the spatial organizations of people, places, and environment on the earth's surface. | a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. | i. Locate and label on a map of the world specific locations using lines of latitude and longitude and the compass rose.<br>ii. Locate and label on a map of North America a variety of climates, landforms, natural resources, and bodies of water. |

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|   | b. Identify the regions of the United States and their resources.                                | i. Locate and label on a map the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states.<br>ii. Create a map key for the natural resources of the students' region. |
|   | c. Use latitude and longitude coordinates to find specific locations on a map.                   |   |
| 02. Understand the migration and settlement of human populations on the earth's surface.  | a. Analyze the effects of agriculture and manufacturing on settlement in the United States.      | i. Describe agricultural patterns of settlement in the United States.<br>ii. Describe manufacturing patterns of settlement in the United States.  |
|   | b. Explain the concept of the change from an agrarian society to an urbanized society.           | i. Graph the changes in population that occurred over time as people left the farms for the cities.<br>ii. Brainstorm with students reasons why people left the farms for the cities.   |
| 03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions. | a. Identify ways the land has been changed by people, technology, and natural forces.            | i. Invite a guest speaker to bring old photographs of the local area and compare how it looked to today.<br>ii. Read a journal entry or description of an area by an early explorer or settler and compare it to the region today.  |
|   | b. Explain how machines and technology have affected the natural resources of the United States. | i. Compare farming in Colonial America to farming in modern America.<br>ii. Create a Venn diagram about the differences in natural resources between colonial times and modern times.   |

**459. -- 460. (RESERVED).**